

Kindergarten Program Statement

Revised September 2000



Curriculum Branch

LB
1242
A7
K56
2000
CURRGDHT

KINDERGARTEN PROGRAM STATEMENT

PROGRAM OVERVIEW

RATIONALE

Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development and on future participation in society.

The Kindergarten program not only helps prepare children for entry into Grade 1, but also provides a foundation for later success. The purpose of Kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and promote a positive attitude toward lifelong learning. A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring and contributing member of society.

The Kindergarten learner expectations describe learnings that are appropriate for young children and are part of a continuum of learning. Young children begin learning in a variety of environments—in their homes, in day care programs and in the community. They arrive in Kindergarten from diverse backgrounds and with a variety of experiences. Some children are already developing, or have developed, some of the learnings described in the Kindergarten Program Statement. Most children will achieve these learnings before they enter Grade 1. Others will continue to develop them during the primary school years. Young children benefit from programs that help them explore the world around them and guide them through the transition from home to school.

PHILOSOPHY

The following six principles provide a framework for Kindergarten programming.

Principle 1

Young children learn best when programming meets their developmental needs.

The Kindergarten program addresses the developmental needs of young children. Early childhood is a period of rapid intellectual growth and development. Young children have individual intellectual, physical, emotional, social and creative needs that are interrelated. The development of the intellect is influenced by emotional, social and creative growth. Kindergarten programs address all dimensions of a child's development.

Children develop through similar stages but at individual rates, and they need differing amounts of time to develop common understandings. The Kindergarten program recognizes and supports each child's prior knowledge, skills, attitudes, learning pace, personal traits, interests and goals, and preferred learning styles. The Kindergarten program is adapted and modified to meet individual and group needs, interests and developmental levels. Assessment is an ongoing part of each child's daily learning. Based on the observation of each child, assessment is used to provide feedback to the child and parents and to plan the learning environment.

Principle 2

Young children develop knowledge, skills and attitudes that prepare them for later learning.

Young children are naturally curious and eager to learn. They are active learners who learn through a variety of means. Purposeful play is an important mode of learning for children. Children at play are highly motivated and capable of intense concentration. Through organized activities and purposeful play, children explore and experiment with their environment. They clarify and integrate information and concepts encountered in their previous experiences. In Kindergarten, children experience a range of appropriate experiences and interactions that enable them to add to their knowledge, learn new skills and practise familiar ones through self-initiated and structured activities.

The way young children view the world differs from that of adults. The Kindergarten program provides concrete, first-hand experiences with a variety of materials and people to help children build a solid foundation for later abstract learning. It fosters creative thinking, stimulates the imagination, and encourages children to express their ideas in a variety of ways.

The Kindergarten program provides a secure environment that encourages risk-taking and that leads children to value themselves as capable and competent learners. The more diverse a child's experiences, the greater the foundation for forming ideas, developing language, solving problems and expressing thoughts and feelings.

Principle 3

Young children with special needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.

The Kindergarten program is based on the belief that all children can learn. Some young children have special intellectual, emotional, sensory, communication and/or physical needs that affect their learning. Others experience disadvantages that influence their learning, such as frequent changes of residence, lack of fluency in the language of instruction or limited experiences in the early years.

The Kindergarten program helps to identify children with special needs and provides additional support to them and their families. This allows children to increase their potential for learning and to make the most of learning opportunities. Coordinating appropriate learning experiences and adapting and modifying instructional strategies helps meet the identified special needs of children.

Principle 4

Young children build a common set of experiences through interaction with others.

When children enter Kindergarten they become involved in a much larger world and develop relationships with others, including children of their own age. Children benefit from developing positive relationships with their peers, teachers and other adults in a variety of group situations.

The Kindergarten program provides opportunities for children to develop language and accomplish new learnings through social interaction and cooperation with others. It helps children develop an awareness of individual similarities and differences, and share family and social traditions. Through the Kindergarten program, children expand their focus beyond their own needs and interests as they move into a more formal learning environment.

Principle 5

Parents have the opportunity for meaningful involvement in the education of their young children.

Parents play a central role in the lives of their children. They are responsible for meeting their children's physical, social and emotional needs. Parents are their children's first and most important teachers and family influences are lifelong. The Kindergarten program supports and respects the dignity and worth of the family. The values and beliefs of the home are acknowledged, and the cultural diversity of families is recognized.

When children begin Kindergarten, parents and teachers form a partnership to support learning at home and at school. The Kindergarten program builds upon the learnings children have already acquired in their home and community settings. Parents are encouraged to enhance and extend the knowledge, skills and attitudes their children develop in the Kindergarten program.

Schools provide many opportunities for parents to participate in their children's education. Parental involvement is beneficial to children, parents themselves and the Kindergarten program.

Principle 6

Coordinated community services meet the needs of young children and their families.

Coordination of services supports the physical, emotional, social and learning needs of children. The Kindergarten program plays a role in the coordination of community services for young children and their families.

The Kindergarten program provides information to parents about available community services to assist them in meeting the needs of their children. Community services may include health, social and family support agencies; recreational and cultural associations; and a wide variety of other groups who work with children in the community.

PROGRAM ORGANIZATION

The Kindergarten Program Statement provides learner expectations in six learning areas:

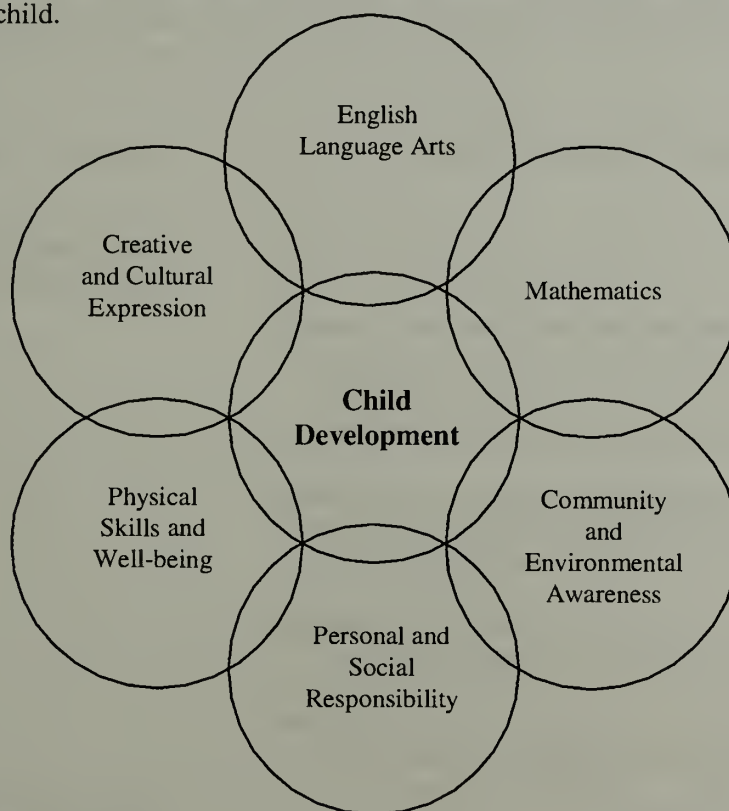
- English Language Arts
- Mathematics
- Community and Environmental Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative and Cultural Expression.

Learner expectations in the English language arts and mathematics learning areas are the same as the outcomes for Kindergarten in English language arts and mathematics in the *Program of Studies: Elementary Schools*. Learner expectations in the other four learning areas are integrated and focus on the early learnings in science, social studies, physical education, health and the fine arts.

The expectations of the six learning areas are interrelated and meet the social, physical, intellectual, cultural, creative and emotional needs of young children. These learning areas describe the learnings that young children accomplish not only in the Kindergarten program, but also in their homes and communities. The learning areas provide a transition to the subject area expectations of elementary schooling.

Young children learn in an integrated way, and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children.

The learner expectations of the Kindergarten Program Statement should be adapted and modified to meet the needs of each child.



LEARNER EXPECTATIONS

ENGLISH LANGUAGE ARTS

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by children, parents, teachers and the community.

The aim of English language arts is to enable each child to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

Children become confident and competent users of all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts. All the language arts are interrelated and interdependent; facility in one strengthens and supports the others. In the learner expectations, the six language arts are integrated.

In Kindergarten, children participate in shared listening, reading and viewing experiences using such texts as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs. They share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments. Children draw, record and tell about their own ideas and experiences and participate in class and group language activities.

Children begin to use language prediction skills when stories are read aloud, and to ask questions and make comments during listening, viewing and reading activities. They read their own names, as well as some words that have personal significance. Children categorize objects and pictures, and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words and terms.

General Learner Expectations

The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.

Specific Learner Expectations

The child:

Discovers and Explores

Expresses ideas and develops understanding

- shares personal experiences prompted by oral, print and other media texts
- talks about ideas, experiences and familiar events.

Experiments with language and forms

- talks and represents to explore, express and share stories, ideas and experiences.

Expresses preferences

- talks about favourite oral, print and other media texts.

Sets goals

- talks about own reading and writing experiences.

General Learner Expectations

Specific Learner Expectations

The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.

Clarifies and Extends

Considers the ideas of others

- listens to experiences and feelings shared by others.

Combines ideas

- connects related ideas and information.

Extends understanding

- expresses interest in new ideas and experiences.

The child:

Uses Strategies and Cues

Uses prior knowledge

- connects oral language with print and pictures
- understands that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expects print and pictures to have meaning and to be related to each other in print and other media texts
- understands that print and books are organized in predictable ways.

Uses comprehension strategies

- begins to use language prediction skills when stories are read aloud
- asks questions and makes comments during listening and reading activities
- recalls events and characters in familiar stories read aloud by others
- reads own first name, environmental print and symbols, words that have personal significance and some words in texts.

Uses textual cues

- attends to print cues when stories are read aloud
- begins to identify some individual words in texts that have been read aloud.

Uses phonics and structural analysis

- begins to make connections among sounds, letters, words, pictures and meaning
- identifies and generates rhyming words in oral language
- hears and identifies sounds in words
- associates sounds with consonants that appear at the beginning of personally significant words.

General Learner Expectations

Specific Learner Expectations

Uses references

- recites the letters of the alphabet in order
- copies scribed words and print texts to assist with writing.

Responds to Texts

Experiences various texts

- participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
- listens and views attentively
- identifies favourite stories and books.

Constructs meaning from texts

- relates aspects of oral, print and other media texts to personal feelings and experiences
- talks about and represents the actions of characters portrayed in oral, print and other media texts
- talks about experiences similar or related to those in oral, print and other media texts.

Appreciates the artistry of texts

- experiments with sounds, words, word patterns, rhymes and rhythms.

Understands Forms, Elements and Techniques

Understands forms and genres

- experiences a variety of oral, print and other media texts.

Understands techniques and elements

- develops a sense of story through reading, listening and viewing experiences
- identifies the main characters in a variety of oral, print and other media texts.

Experiments with language

- appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.

General Learner Expectations

Specific Learner Expectations

Creates Original Text

Generates ideas

- contributes ideas and answers questions related to experiences and familiar oral, print and other media texts.

Elaborates on the expression of ideas

- listens to and recites short poems, songs and rhymes; and engages in word play and action songs.

Structures texts

- draws, records or tells about ideas and experiences
- talks about and explains the meaning of own pictures and print.

The child listens, speaks, reads, writes, views and represents to manage ideas and information.

The child:

Plans and Focuses

Focuses attention

- attends to oral, print and other media texts on topics of interest
- makes statements about topics under discussion.

Determines information needs

- asks questions to satisfy personal curiosity.

Plans to gather information

- suggests ways to gather ideas and information.

Selects and Processes

Uses a variety of sources

- seeks information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

Accesses information

- uses illustrations, photographs, video programs, objects and auditory cues, to access information.

Evaluates sources

- asks questions to makes sense of information.

General Learner Expectations

Specific Learner Expectations

Organizes, Records and Evaluates

Organizes information

- categorizes objects and pictures according to visual similarities and differences.

Records information

- represents and talks about ideas and information; dictates to a scribe.

Evaluates information

- shares new learnings with others.

Shares and Reviews

Shares ideas and information

- shares ideas and information about topics of interest.

Reviews research process

- shares information-gathering experiences.

The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.

The child:

Enhances and Improves

Appraises own and others' work

- makes statements related to the content of own and others' pictures, stories or talk.

Revises and edits

- retells ideas to clarify meaning in response to questions or comments.

Enhances legibility

- forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
- explores the keyboard, using letters, numbers and the space bar.

Expands knowledge of language

- explores and experiments with new words and terms associated with topics of interest
- experiments with rhymes and rhythms of language to learn new words.

Enhances artistry

- experiments with sounds, colours, print and pictures to express ideas and feelings.

General Learner Expectations

Specific Learner Expectations

Attends to Conventions

Attends to grammar and usage

- develops a sense of sentence.

Attends to spelling

- hears and identifies dominant sounds in spoken words
- demonstrates curiosity about visual features of letters and words with personal significance
- connects letters with sounds in words
- prints own name, and copies environmental print and words with personal significance.

Attends to capitalization and punctuation

- recognizes capital letters and periods in print texts
- capitalizes first letter of own name.

Presents and Shares

Presents information

- shares ideas and information about own drawings and topics of personal interest.

Enhances presentation

- uses drawings to illustrate ideas and information, and talks about them.

Uses effective oral and visual communication

- speaks in a clear voice to share ideas and information.

Demonstrates attentive listening and viewing

- follows one- or two-step instructions
- makes comments that relate to the topic being discussed.

The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.

The child:

Respects Others and Strengthens Community

Appreciates diversity

- explores personal experiences and family traditions related to oral, print and other media texts.

Relates texts to culture

- explores oral, print and other media texts from various communities.

General Learner Expectations

Specific Learner Expectations

Celebrates accomplishments and events

- shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments.

Uses language to show respect

- uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns.

Works within a Group

Cooperates with others

- participates in class and group activities
- finds ways to be helpful to others.

Works in groups

- asks and answers questions to determine what the class knows about a topic
- listens to the ideas of others.

Evaluates group process

- responds to questions about personal contributions to group process.

MATHEMATICS

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. Children need to become mathematically literate in order to explore problem-solving situations.

The main goals of mathematics education are to: prepare children to use mathematics confidently to solve problems, communicate and reason mathematically, appreciate and value mathematics and to commit themselves to lifelong learning.

In Kindergarten children explore number, patterns, shape and space, and data analysis, by working with appropriate materials, tools and contexts. They count and compare objects, and demonstrate awareness of addition and subtraction through role playing and manipulatives. They identify and create patterns and learn about measurement by classifying, matching, describing and comparing familiar materials. Children describe, sort and build real-world objects, and learn to collect and organize information related to their world.

Children began to develop problem-solving skills that they will continue to expand and refine throughout their schooling, as they construct personal meaning about new mathematical ideas. They also begin to use the seven mathematical processes.

C	Communication	R	Reasoning
CN	Connections	T	Technology
E	Estimation and Mental Mathematics	V	Visualization
PS	Problem Solving		

General Learner Expectations

Specific Learner Expectations

Number

The child describes, orally, and compares quantities from 0 to 10, using number words in daily experiences.

Number Concepts

The child:

- counts the number of objects in a set (0 to 10). [CN, V]
- builds and compares sets of objects, and describes the relationships among them, using the terms: more than, greater than, fewer than, less than, the same as and equal to (no written symbols). [C]
- orders up to 2 sets of like objects based on the number of objects in each set. [PS]
- explores the representation of single-digit numerals, using a calculator or a computer to represent numerals on a screen. [PS, R, T]

The child demonstrates awareness of addition and subtraction.

Number Operations

The child:

- represents the processes of addition and subtraction through role playing and the use of manipulatives. [C, CN, PS, V]

General Learner Expectations

Specific Learner Expectations

Patterns and Relations

The child identifies and creates patterns arising from daily experiences.

Patterns

The child:

- sorts objects, using a single attribute. [CN, R, V]
- recognizes and reproduces a pattern, using actions and manipulatives. [C, CN, PS, V]
- extends and creates a pattern, using actions and manipulatives. [C, CN, PS, R, V]
- describes, orally, a pattern. [C, CN]

Shape and Space

The child demonstrates awareness of measurement.

Measurement

The child:

- classifies and describes linear attributes of objects; e.g., long, short. [C]
- arranges objects in order of size, by length or by height. [E, PS]
- covers a surface with a variety of objects. [PS, V]
- uses the words full, empty, less and more, to talk about volume and capacity. [C]
- uses the words heavier or lighter, to talk about the mass (weight) of two objects. [C]
- uses the terms long time or short time, to talk about the duration of events. [C]
- uses words like hot, hotter; cold, colder; warm, warmer; cool, cooler to talk about temperature. [C]
- exchanges play money for objects in a play store. [E, PS]

The child sorts, classifies and builds real-world objects.

3-Dimensional Objects and 2-Dimensional Shapes

The child:

- identifies, sorts and classifies 3-D objects in the environment. [CN, R]
- describes, and discusses orally, objects, using such words as big, little, round, like a box, like a can. [C]
- builds 3-D objects. [PS, V]

The child describes, orally, the position of 3-D objects.

Transformations

The child:

- describes the relative position of 3-D objects, using such words as over, under, beside, between, inside, outside. [C]

General Learner Expectations

Specific Learner Expectations

Statistics and Probability

The child collects and organizes, with assistance, data based on first-hand information.

Data Analysis

The child:

- collects, with assistance, first-hand information. [C, PS]
- constructs, with assistance, a concrete/object graph, using one-to-one correspondence. [PS, V]
- compares data in two categories, using such words as more, less, the same. [C, CN]

COMMUNITY AND ENVIRONMENTAL AWARENESS

Children explore, investigate and describe their environment and community by asking questions, solving problems and using their senses. They identify familiar shapes, symbols and sounds, and recognize similarities and differences in living things, objects and materials. They begin to acquire information from selected sources and generate ideas to make personal sense of the environment.

Children explore the design, function and properties of a variety of natural and manufactured materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific and aesthetic concepts, using sand, water, blocks, clay and other materials, and begin to use some technology appropriately.

Children become aware of diversity in the uniqueness of self and others by describing feelings, special interests, events and experiences shared with family and friends. They begin to acknowledge and express personal feelings and emotions, as well as appreciating the strengths and gifts of self and others. They learn about homes, family life, familiar places, and people who work and help in the community. They role play familiar home and community situations and activities. Children recognize seasonal changes, colours and shapes in the environment, and familiar animals in their surroundings.

General Learner Expectations

The child demonstrates curiosity, interest and a willingness to learn about the environment and community.

Specific Learner Expectations

The child:

- asks questions about objects and events in the environment
- begins to participate in problem solving
- explores and investigates objects and events in the environment
- begins to acquire information from selected sources
- shows awareness of similarities and differences in living things, objects and materials
- describes some common objects and events
- demonstrates awareness of the properties of objects and events in the environment, by:
 - sorting objects according to common properties; e.g., colour, size, shape, texture
 - arranging objects or events in logical order
 - matching objects or events as being the same as or going together
 - distinguishing between similar objects, based on one or more characteristics
- identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs, traffic lights
- identifies familiar sounds in the environment and community; e.g., school, home, weather, animals, machines
- becomes aware of the relationship between cause and effect
- generates ideas to make personal sense of objects, events and relationships.

General Learner Expectations

The child uses materials in the environment and community and becomes aware of how others use materials.

The child demonstrates awareness of self and similarities and differences between self and others.

Specific Learner Expectations

The child:

- explores and responds to the design and properties of a variety of natural and manufactured materials and objects
- manipulates or uses materials for a purpose; e.g., water, sand, wood, fabric
- recognizes the need to care for materials, and uses materials without wasting them
- becomes aware of the importance of protecting the environment
- selects and works with a variety of materials to build structures; e.g., blocks, wood, clay
- describes the function of some common objects found in and around the home and the community
- demonstrates some ways of organizing materials; e.g., collecting, arranging, creating, transporting
- uses simple tools in a safe and appropriate manner
- uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts
- begins to use some technology appropriately; e.g., tape recorders, computers.

The child:

- identifies some personal characteristics that make self both similar to and different from others; e.g., physical characteristics, different interests
- becomes aware that people have and express feelings in similar as well as different ways; e.g., feelings may be expressed in various actions/behaviours, such as happy, angry, sad
- begins to recognize that there are choices about how to express feelings
- identifies some body parts and describes the function of each; e.g., arms, legs, fingers, feet
- describes some interests, events and experiences; e.g., toys, games, hobbies, leisure activities, family celebrations
- expresses preferences, and identifies likes and dislikes.

General Learner Expectations

The child explores familiar places and things in the environment and community.

Specific Learner Expectations

The child:

- recognizes familiar places within the community; e.g., park, store, hospital, playground, museum, library
- describes a variety of homes; e.g., for people, animals, birds
- identifies people who work and help in the community; e.g., farmer, dentist, nurse, firefighter, construction worker, musician, artist, volunteer, caregiver
- shows awareness of the ways in which people take care of responsibilities in the home, school and community environment
- describes some ways people and goods are transported
- role plays familiar situations; e.g., store, home, school
- recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime, seasonal changes
- recognizes changes in weather and some ways people and animals adapt to the seasons; e.g., different clothes, migration
- recognizes familiar animals and their characteristics and surroundings; e.g., farm, zoo
- becomes aware of colours, shapes, patterns and textures in the environment
- becomes aware of the five senses and how they are used to explore, investigate and describe the world.

PERSONAL AND SOCIAL RESPONSIBILITY

This learning area focuses on the personal and social management skills necessary for effective learning across all subject areas. Development of personal and social skills takes time and occurs at different rates as a result of each child's personal experiences. In Kindergarten, children begin to develop and practise skills that they will continue to enhance throughout their lives.

By participating actively in learning tasks, trying new things and taking risks, children begin to develop positive attitudes and see themselves as capable of learning. Children are curious and learn to adapt to new situations. They begin to follow rules and deal with routines in a school environment. They become more independent and learn to take some responsibility for selecting and completing learning activities.

Children begin to learn about themselves as the basis for healthy interactions with others. In Kindergarten, children develop friendship skills and have opportunities to demonstrate caring and make a contribution to others. They learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others. They take turns in activities and discussion, and contribute to partner and group activities by working cooperatively, giving and receiving help, and joining in small and large group games and activities.

General Learner Expectations

The child develops positive attitudes and behaviours toward learning.

The child accepts and practises responsibility.

Specific Learner Expectations

The child:

- perceives self as capable of learning
- shows respect for self
- demonstrates curiosity, interest and some persistence in learning activities
- participates actively in learning tasks
- shows willingness to explore and expand learning, and to try new things
- shows willingness to adapt to some new situations
- demonstrates awareness of honesty.

The child:

- takes some responsibility for selecting and completing learning activities
- develops a sense of responsibility for tasks at school
- follows the rules and routines of familiar environments; e.g., classroom, school, library
- follows directions of the teacher and other school staff
- knows some personal information, such as own name and telephone number, and shows awareness of appropriate situations in which to provide it
- seeks help as needed.

General Learner Expectations

The child demonstrates and practises independence.

The child experiences and expresses feelings in socially acceptable ways.

The child demonstrates awareness of qualities that contribute to positive relationships in families and with friends.

The child develops positive relationships with others.

The child contributes to group activities.

Specific Learner Expectations

The child:

- gets to and from destinations within school; e.g., familiar locations
- separates from parents/guardians willingly when in familiar and comfortable situations
- engages in some independent tasks, and seeks assistance, as necessary
- completes some self-directed, self-initiated activities.

The child:

- recognizes that there are choices about how to express feelings
- expresses personal feelings in appropriate ways
- begins to express and accept positive messages
- begins to deal appropriately with frustration.

The child:

- identifies some qualities that contribute to positive family relationships; e.g., fun, trust, love, sharing, caring, thoughtfulness, communication, cooperation
- identifies some characteristics of a good friend and ways of making and keeping friends.

The child:

- becomes aware of the needs of others and individual similarities and differences
- shows respect and demonstrates a positive, caring attitude toward others
- expresses needs to other children and adults in an appropriate manner
- begins to develop respectful communication skills appropriate to context.

The child:

- listens to peers and adults
- takes turns in activities and discussions
- works cooperatively with a partner or in a group
- offers and accepts help in partner or group situations
- joins in some small and large group games and activities
- experiences different roles in a variety of physical activities
- displays a willingness to play alongside others
- identifies and demonstrates etiquette and fair play.

PHYSICAL SKILLS AND WELL-BEING

Physical activity is vital to all aspects of normal growth and development. Early childhood is the time to begin the development of active, healthy lifestyles. Children need assistance to develop the requisite knowledge, skills and attitudes that lead to continual involvement in physical activity. The aim of physical education is to enable children to develop the knowledge, skills and attitudes to lead an active, healthy lifestyle.

Health and life skills involve learning about the habits, behaviours, interactions and decisions related to healthy daily living and well-being. In Kindergarten, children begin to develop personal responsibility for health and learn about personal safety and ways to prevent and reduce risk. The aim of health education is to enable children to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.

Through movement, games and activities, using such equipment as balls, bean bags and hoops, children develop coordinated movement, balance and stability. Children develop finger and hand precision and eye-hand coordination through activities in which they use objects like beads, blocks, puzzles and scissors.

By participating in physical activities, by becoming aware of healthy food choices and by learning to observe safety rules, children develop attitudes and practise behaviours that promote wellness and an active, healthy lifestyle.

General Learner Expectation

The child acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments.

Specific Learner Expectations

The child:

- experiences and develops locomotor skills; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding
- experiences and develops nonlocomotor skills; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling
- experiences and develops manipulative skills: receiving: e.g., catching, collecting; retaining: e.g., carrying, bouncing; sending; e.g., throwing, kicking
- demonstrates body and space awareness, in relation to self and others, during activities and games
- experiences educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships

General Learner Expectation

The child develops fine motor and perceptual motor skills through participation in a variety of activities.

The child develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others.

The child assumes responsibility to lead an active way of life.

Specific Learner Expectations

The child:

- develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials
- develops perceptual–motor skills through activities involving eye–hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work.

The child:

- recognizes improvement in physical abilities
- experiences cardio-respiratory activities
- recognizes personal abilities while participating in physical activity
- experiences how physical activity makes one feel
- experiences the changes that take place in the body during physical activity
- understands the connections between physical activity and emotional well-being; e.g., feels good
- demonstrates an understanding of basic rules and fair play
- identifies nutritious foods, including snack foods
- recognizes appropriate nutritional habits
- makes healthy food choices
- begins to identify and observe safety rules in such situations as in school, the school bus, pedestrian, playground, bicycle or motor vehicle passenger safety
- recognizes that some household substances may be harmful; e.g., cleaning products, drugs
- recognizes that hazardous products are labelled with warning symbols
- identifies and demonstrates positive hygiene and health care habits; e.g., hand-washing, dental care, appropriate clothing for prevailing conditions, independence in dressing and grooming, bathroom etiquette.

The child:

- shows a willingness to participate regularly in short periods of activity with frequent rest intervals
- participates with effort in physical activities
- shows a willingness to listen to directions and simple explanations
- participates in safe warm-up and cool-down activities
- experiences moving safely and sensitively through all environments; e.g., movement activities

General Learner Expectation

Specific Learner Expectations

- participates in a class activity with a group goal; e.g., walk a predetermined distance
- makes choices to be involved in a variety of movement experiences
- describes appropriate places for children to play
- makes choices to be active.

CREATIVE AND CULTURAL EXPRESSION

Children explore and express their thoughts and feelings through visual arts, music, drama and movement. They become aware of their own imagination and creativity and that of others as they interact with a variety of materials and respond to various forms of expression. They begin to develop an appreciation of the fine arts, as they become aware of why and how ideas and feelings are communicated in many ways. As children share ideas and listen to diverse views and opinions, respect for and collaboration with others is fostered.

Through the visual arts, children experiment with diverse media to represent their ideas and experiences in two and three dimensional forms. By viewing and responding to natural forms, everyday objects and artworks they begin to learn about how we see and interpret visual images. Children express themselves through movement and individual and group musical activities, songs and games. They listen to and begin to appreciate a variety of musical instruments and different kinds of music. Through dramatic play and movement, children grow in self-awareness and self-confidence and develop their imaginative and creative thought.

Children explore a variety of ways to pose and solve problems, using past experiences to develop new ideas. They experiment with using familiar materials in new ways and choose media, tools and materials to represent their ideas and experiences. They begin to connect their own experiences with forms of artistic expression in the world around them.

Children begin to recognize diverse family and cultural traditions and the contributions the arts make to these traditions. They share some family traditions and celebrations and recognize that people celebrate special occasions in a variety of ways.

General Learner Expectations

The child explores self-expression through creative thought and through language, art, movement, music and drama.

Specific Learner Expectations

The child:

- explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama, movement
- explores and experiments with patterns, movement, rhythm, sound, music
- responds to and interprets visual images, by viewing natural forms, everyday objects and artworks
- experiments with a variety of art materials to create two and three dimensional forms
- experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas
- begins to recognize and respond to elements in music, such as rhythm, melody, harmony, form and expression—tempo, dynamics, tone colour
- explores and begins to distinguish among the sounds of various musical instruments
- responds to the beat in music through such movements as walking, running, hopping, skipping and repetitive, rhythmic actions, such as clapping, tapping

General Learner Expectations

Specific Learner Expectations

The child solves problems, and uses past experiences to develop new ideas.

- participates in action songs, singing games and poems
- experiences movement to respond to a variety of stimuli; e.g., music
- experiences body awareness during dance activities
- uses imagination creatively in dramatic play; e.g., story, puppets, role play, mime

The child:

- explores a variety of ways to pose and solve problems and complete tasks
- explores familiar materials in new ways
- begins to select from familiar media, tools or materials to express thoughts, ideas, feelings, experiences; e.g., art materials, musical instruments, dance, story, puppets.

The child becomes aware of various forms of expression, cultural groups and traditions.

The child:

- becomes aware of why and how ideas are communicated through art, music, movement and drama
- becomes aware of how artists and musicians use such elements as rhythm, melody, line, colour, pattern to express ideas
- begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings, sculpture
- begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks, use of particular musical instruments
- responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating
- shares some family traditions
- shows awareness of and pride in own culture
- recognizes that people celebrate special occasions in a variety of ways
- becomes aware of different family and cultural traditions and celebrations.

KINDERGARTEN PROGRAM STATEMENT

The *Kindergarten Program Statement*,

September 1995 (Revised 1997), describes the learning achievements that will help prepare children for entry into Grade 1 and provide a foundation for later success.

Young children begin learning in a variety of environments—in their homes, in day-care programs and in the community. Children arrive in Kindergarten from diverse backgrounds and with a variety of experiences. Some children have already been developing some of the learnings described in this statement.

This program statement replaces the *ECS Philosophy, Goals and Program Dimensions*, 1984.

The *Kindergarten Program Statement* is based on the following beliefs relating to young children, their learning, and home and community environments.

- Children develop through similar stages but at individual rates, and the Kindergarten program provides learning experiences that meet individual and group needs, interests and developmental levels. Additional support is provided to children with special needs to help them increase their potential for learning.
- Young children are naturally curious and eager to learn, and they benefit from developing positive relationships with others, including children of their own age. The Kindergarten program provides opportunities for children to learn about their environment through organized activities, purposeful play and cooperation with others.

- Parents are their children's first and most important teachers and play a central role in the lives of their children. The program supports and respects the dignity and worth of the family and encourages parents to participate in their children's education.

- The Kindergarten program plays a role in the coordination of community services for young children and their families.

Clear expectations in six learning areas are described in the *Kindergarten Program Statement*. They meet the social, physical, intellectual, cultural, creative and emotional needs of young children and provide a foundation for elementary schooling:

- Language Arts
- Mathematics
- Community and Environmental Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative and Cultural Expression.

The expectations of the six learning areas are interrelated. Young children learn in an integrated way during instructional activities and many of the learnings will be achieved at the same time. Children accomplish these learnings not only in the Kindergarten program, but also in their homes and communities.

PROGRAM HIGHLIGHTS

- **Language Arts**

Children participate in shared listening, reading and viewing experiences using texts such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs. They share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments and participate in class and group activities.

Children begin to use language prediction skills when stories are read aloud and to ask questions and make comments during listening and reading activities. They read their own names, as well as some words that have personal significance. Children categorize objects and pictures, and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words and terms.

- **Mathematics**

Children explore number, patterns and space through daily experiences. They demonstrate awareness of addition and subtraction, and measurement by matching, counting, describing and comparing familiar materials. They sort, classify and build real-world objects, and learn to organize information related to their world.

In Kindergarten, children begin to develop problem-solving skills that they will continue to expand and refine throughout their schooling.

- **Community and Environmental Awareness**

This area focuses on the early learnings in science and social studies.

Children use their senses to explore, investigate and describe their environment. They recognize similarities and differences in living things, objects and materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific concepts, using sand, water, blocks and other materials.

Children become aware of similarities and differences between themselves and others by describing feelings, special interests, events and experiences shared with family and friends. They learn about special places and people who help in the community and role play familiar situations, such as the store, home or school.

Personal and Social Responsibility

This area focuses on personal and social management skills necessary for effective learning across all subject areas. Development of these skills takes time and occurs at different rates as a result of each child's experiences. In the Kindergarten program, children begin to develop and practise skills that they will continue to enhance throughout their lives.

By participating actively in learning tasks, trying new things and taking risks, children see themselves as capable of learning. Children are curious and learn to adapt to new situations. They begin to accept rules and deal with routines in a school environment. They learn to take responsibility for selecting and completing learning activities.

Children learn to express their feelings in socially acceptable ways and show respect for others. They contribute to group activities by working cooperatively, giving and receiving help, and joining in small and large group activities.

Physical Skills and Well-being

This area focuses on the early learnings in health and physical education.

By becoming aware of healthy food choices, learning to observe safety rules and participating in physical activities, children practise behaviours that promote a healthy lifestyle.

Through games and activities, using equipment, such as balls, bean bags and hoops, children develop coordinated movement, balance and stability. Children develop finger and hand precision and dexterity by using objects, such as beads, blocks and puzzles.

Creative and Cultural Expression

This area focuses on the early learnings in art, music and drama.

Children explore and express their thoughts and feelings in many ways through the use of language, sound, colour, shape and movement. They join in action verses, songs and poems, and share their family traditions and celebrations.

Curriculum Standards Branch Contacts

Telephone: 780-427-2984

Fax: 780-422-3745

Toll Free: 310-0000 Inside Alberta

- Jennifer Bushrod <jbushrod@edc.gov.ab.ca>
Program Manager, Primary Programs (K-3)
and English as a Second Language

Alberta Learning Web Site

Check out the Kindergarten section at
<<http://ednet.edc.gov.ab.ca>>.

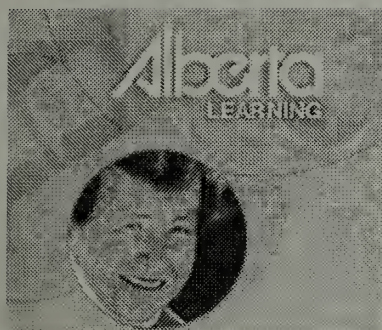
Click on:

Early Childhood Services to Grade 12
Education
Students and Learning
Student Programs
Kindergarten

AN OVERVIEW OF THE KINDERGARTEN PROGRAM STATEMENT

FOR PARENTS AND OTHER INTERESTED ALBERTANS

**January
2000**



The Early Years

Kindergarten to Grade 12

Colleges, Technical Institutes, and Univer

Apprenticeship, Trades and Occupations for Industry

Community-Based Adult Learning

June 26, 1996

FOUR NEW COMMON CURRICULUM FRAMEWORKS FOR WESTERN CANADIAN STUDENTS

- [News Releases](#)

- [News Releases for 1996](#)

"The Western Canadian Protocol means that all students in the four provinces and two territories will develop similar knowledge and sk also expands our pool of resources and experience for curriculum development while it reduces wasteful and unnecessary duplication research by neighbouring provinces."

Gary G. Mar, Minister of Education

Partners in the Western Canadian Protocol for Collaboration in Basic Education reached a major milestone today. Common curriculum frameworks have been completed in two subject areas: English language arts (kindergarten to grade 9) and senior high school mathematics. French and English. Common curriculum frameworks are very near completion in two other areas and will be ready for distribution in the next school year: French language arts (Immersion/kindergarten to grade 6) and Français (Francophone/kindergarten to grade 12). Alberta was the lead province for mathematics and Manitoba was the lead province for English language arts, French language arts and Français.

"The common curriculum projects are excellent examples of the best working together at the provincial and territorial level," says Alberta Education Minister Gary Mar.

"Economically, the partnership creates a market large enough to support the development of resources for the western provinces and territories specifically for the curriculum," said Mar.

In Alberta, the new curriculum based on the common framework for English language arts will be implemented for kindergarten to grade 6 in September 1998, and for senior high in September 1999. Introduction of the new curricula for French language arts (kindergarten to grade 6) will begin in September 1998 and for French immersion in September 1999 for grades 7 to 12.

Effective September 1996, the mathematics program in grades 7 to 12 will be based on the new common mathematics outcomes announced in June 1995. The mathematics programs for kindergarten to grade 6 and grade 8, will be implemented in September 1997. The senior high mathematics curriculum will be phased in starting with grade 10 in September 1998.

The mathematics implementation schedule may be adjusted depending upon the availability of appropriate student and teacher resources. Accordingly, because French resources are currently unavailable, the implementation schedule for mathematics in French immersion and



[Printer Friendly](#)



Some documents are in Adobe Acrobat Portable Document Format (PDF). You can obtain free viewer software from [Adobe](#).

Francophone programs is delayed by one year.

Alberta will continue to lead the mathematics project and coordinate review of materials to support the common mathematics curriculum. In the next few days, publishers and producers of learning and teaching resources will be invited to submit their materials for possible use to implement the new mathematics curriculum. Partners will be involved in the review and selection of these mathematics materials.

The new Western Canadian curricula in senior high mathematics, languages (English and French) and Français will be distributed to Alberta schools by the fall of 1996. Advisory groups in Alberta will be consulted as these new programs are implemented.

Partners in the Western Canadian Protocol for Collaboration in Basic Education are Manitoba, Saskatchewan, Alberta, British Columbia, Northwest Territories and Yukon Territory. The protocol was signed in December 1993.

For more information, contact Alberta Learning, Communications Branch at (780) 427-2285

For toll-free access inside Alberta, dial 310-0000.

DATE DUE SLIP

[illegible]

1. The first group of people who are interested in the study of the history of the United States are the people who are interested in the history of the United States.

C

University of Alberta Library



0 1620 1211 2940